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ABSTRACT

This study was designed to: determine outcomes from projects supported by grants made to campuses and community based organizations through the state funded Postsecondary Service Learning Grant program from 1989-2001; develop indicators to help campuses and evaluators define campus civic engagement; and document the current status of civic engagement and service learning at Minnesota campuses. During 2002-03, researchers conducted interviews and observation at 38 institutions, reviewed documents (strategic plans and annual reports), and reviewed critical incident reports. Nearly 250 people from 45 campuses and 40 community organization partners were interviewed. Results highlighted strong civic engagement indicators (e.g., local knowledge was valued in epistemology/knowledge generation and campus decision making included all campus stakeholders) and weak indicators (e.g., endowment policy considered local, regional, or global impact, and faculty development opportunities supported engagement). Key findings included: campuses generally believed they had stronger cultures and leadership than actual mechanisms and programs supporting civic engagement; common barriers to campus civic engagement included were pressures on student and faculty time and lack of criteria for civic engagement in promotion and tenure. Nearly all campuses offered service learning as an integrated curricular pedagogy; and over 25,000 students engaged in course-based service learning each year. (SM)

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Minnesota Campus Civic Engagement Study

Defining Engagement in a New Century

ED 481 770

in collaboration with

Minnesota | Campus Compact

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RC023076

April 2003

To the Minnesota legislature and others interested in campus civic engagement:

We are proud to present you with a copy of this groundbreaking study, co-sponsored by the Minnesota Higher Education Services Office (MHESO) and Minnesota Campus Compact (MCC). Commissioned by the state legislature in 2001, this study provides the first comprehensive picture of campus civic engagement in Minnesota, including statistics and examples of both student engagement in community service and service-learning and institutional commitments to mobilize the full range of human, financial, and material resources on campuses to benefit surrounding communities.

In good economic times and tough times alike, **Minnesotans recognize the need to cultivate citizen leadership and to mobilize local institutions to address difficult community challenges.** Colleges and universities—with their array of resources, wide geographic distribution, and increasing propensity for community partnerships—represent perhaps the most promising local institutions to step up their role in community development.

Campuses throughout Minnesota and the nation are also discovering that community engagement is sound strategy for advancing educational and institutional goals. Related research has demonstrated significant educational outcomes, and campuses increasingly seek ways to build stronger institutional relationships with local communities. Campus civic engagement, then, provides a three-for-one return on investment: students develop as more active and informed citizens, communities access a wide range of new resources, and campuses improve educational outcomes and community relationships.

Indeed, this study found that **the Minnesota legislature's 1989-2001 investment in the Post-Secondary Service-Learning Grant Program** (a collaborative effort between MHESO and MCC) **has helped fuel rapid and sustained growth in campus engagement**, including:

- engagement of over 25,000 students in 1,200 courses that integrate service-learning each year, and thousands more in one-time and ongoing community service initiatives; and
- a high sustainability rate, with 78 percent of funded projects continuing in their original form and an additional 15 percent evolving into or significantly influencing other projects.

On a broader scale, this study represents what we believe is an underreported but fundamental element of higher education's identity in Minnesota: its commitment to civic engagement, a commitment as important as higher education's commitments to workforce development and liberal education.

Finally, we offer our **most hearty thanks to Erin Bowley, the study's project director**. She completed the mammoth task of gathering data from 40+ campuses, completing almost 250 interviews, reviewing dozens of grant reports and other documents, and designing a database that will have continued utility for campuses and others who seek information about campus civic engagement in Minnesota. Without Erin's generosity, tenacity, and personal commitment to complete this formidable task, the report you now hold would simply not exist.

We hope you will inquire further if you desire more information about anything in the report.

Respectfully,

Robert Poch
Executive Director, MHESO

Mark Langseth
Executive Director, MCC

Acknowledgments

Many people contributed valuable time and insights to make this project possible.

First, the **staff at Minnesota Campus Compact**, especially Julie Plaut and Mark Langseth, contributed hundreds of hours nurturing this project to fruition. They helped shape the project's goals and methods, shared their own contacts and organizational resources, carefully edited the information, and provided invaluable personal support to me. **Nancy Walters** at the Minnesota Higher Education Services Office was also a valuable contributor to the infrastructure of the project. Two **student interns** helped develop important parts of the study. James Andresen, a graduate student at Arizona State University, spent one summer helping to conceptualize measurement scales, collect institutional documents, analyze web sites, and enter findings. Elizabeth Afias, a student at the University of Minnesota, came to the project through a service-learning writing course and stayed through the summer months, sorting through old grant files and writing report summaries.

The study's **Advisory Committee** provided exceptional assistance in the beginning stages of the project, reviewing definitions, considering other research studies, commenting on measurement tools, and lending expertise in general. These individuals include: Andrew Furco, UC-Berkeley; Melvin Giles, formerly of Catholic Charities; Wanda Kanwischer, Normandale Community College; Doug Knowlton, University of Minnesota-Crookston; Michael Nick Longo, Campus Compact; McPherson, Macalester College; Jay Newcomb, College of St. Scholastica; Tom O'Connell, Metropolitan State University; Seth Pollack, CSU-Monterey Bay; Josephine Reed-Taylor, Minneapolis Community and Technical College; Diane Rubright, University of Minnesota-Twin Cities; John Saltmarsh, Campus Compact; Karl Samp, The Initiative Foundation; Robert Shumer, independent consultant; James Toole, Compass Institute; and Guy Trombley, formerly of Hamline University.

Campus and community representatives too numerous to mention volunteered their time to provide information, assemble documents, and arrange for day-long campus site visits and interviews. In particular, we would like to acknowledge those **institutions that fully participated** in the study (providing documents and arranging six stakeholder interviews): Augsburg College, Carleton College, Century College, College of Saint Benedict, College of St. Catherine, College of St. Scholastica, Concordia College-Moorhead, Concordia University-St. Paul, Crown College, Dakota County Technical College, Dunwoody College of Technology, Gustavus Adolphus College, Hamline University, Hennepin Technical College, Inver Hills Community College, Itasca Community College, Macalester College, Metropolitan State University, Normandale Community College, Northwestern College, Northwestern Health Sciences University, Rochester Community and Technical College, Southwest State University, St. Cloud Technical College, St. John's University, St. Mary's University of Minnesota, St. Olaf College, University of Minnesota-Crookston, University of Minnesota-Twin Cities, University of St. Thomas, and William Mitchell College of Law.

Any value this study holds for informing our practice and commitment to campus civic engagement is due to the contributions of these practitioners and leaders. Thank you!

Erin Bowley, April 2003

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Executive Summary

The Minnesota Campus Civic Engagement Study: Defining Engagement in a New Century is a project of the Minnesota Higher Education Services Office (MHESO) and Minnesota Campus Compact (MCC). It was commissioned in 2001 by the Minnesota State Legislature. The study is the first of its kind in the nation and seeks to meet three objectives:

- Determine outcomes from projects supported by grants made to campuses and community-based organizations through the state-funded Post-Secondary Service-Learning Grant Program from 1989-2001.
- Develop indicators to assist campuses and evaluators in defining campus civic engagement.
- Document the current status of civic engagement and service-learning at campuses throughout Minnesota.

> Study Design and Process <

Campus civic engagement is defined broadly as "those activities that reinvigorate the public purposes and civic mission of higher education and action by individuals and institutions to create a society characterized by justice and dignity for all." After studying over 20 existing approaches for measuring campus civic engagement, the study's advisory committee, project director, and MCC staff developed a set of 30 indicators.

Between May 2002 and January 2003, campus visits for interviews and observation were made to 38 institutions, documents such as strategic plans and annual reports were reviewed, and 17 campuses submitted a critical incident report for analysis. A total of 248 people (college or university presidents, chief academic officers, key professional staff contacts, faculty members, and students) associated with 45 campuses and 40 community organization partners were interviewed as part of the study:

> Overall Strongest Civic Engagement Indicators <

When data from all institutions are combined, the following are areas of strength statewide:

- Local knowledge is valued in epistemology/knowledge generation.
- Partnership relationships are built on respect, responsiveness, mutual accountability, and assets.
- Civic leaders exist and are encouraged among all people on campus and among community partners.
- Decision-making on campus includes all campus stakeholder voices.
- Resources are shared in partnerships and joint community development efforts.

> Overall Weakest Civic Engagement Indicators<

The following are the weakest civic engagement areas statewide:

- Endowment policy (how the endowment is invested) considers local, regional, or global impact.

- Adequate professional staff and/or coordination exists to effectively support engagement.
- Faculty development opportunities support engagement.
- Recognition/awards exist for exemplary engagement work.
- Service-learning and other community-based forms of education exist throughout departments/disciplines.

> Key Findings Regarding Campus Civic Engagement <

- Campuses on average believe they have stronger cultures and leadership than actual mechanisms and programs supporting civic engagement.
- Just under one-half of the campuses in the study have the equivalent of a full-time coordinator or director for civic engagement efforts, even when multiple people's part-time responsibilities are considered.
- There is a strong link between those institutions that clearly reference civic engagement in the campus mission statement and strength in campus civic engagement overall.
- Community partners in general are not aware of many campus programs and commitments relating to civic engagement.
- Most campus and community representatives agree that civic engagement programs, projects, and partnerships are not thoroughly assessed by all stakeholders.
- The most frequently cited barriers to campus civic engagement were pressures on students' time and faculty time, and lack of criteria for civic engagement in promotion and tenure.
- Increasingly, colleges and universities are designing civic engagement and service-learning initiatives that are multi-disciplinary and focused on specific community partners or geographic areas.

> Data on Service and Service-Learning Programs <

- 98 percent of campuses that participated in the study offer service-learning as an integrated curricular pedagogy. On average, 20 faculty members per campus include service-learning in 31 courses each year.
- Over 25,000 students engage in course-based service-learning each year.
- Two institutions have service or service-learning as a graduation requirement for all students, while two-thirds have a community-based learning requirement in one or more academic major or program.
- 8,800 students each year participate in co-curricular community service programs that involve a weekly commitment of time.
- 67 percent of campuses have one or more recognized student organizations dedicated to service or civic engagement activities.
- 100 percent of campuses inventoried organize one-time service events for students and campus personnel.
- Over 460 service events and 290 donations drives per year are sponsored by colleges and universities in Minnesota.

> Recommendations <

The findings of this study lead to several clear recommendations for institutions that want to strengthen current civic engagement efforts:

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- Improve communication with internal and external stakeholders, including increased evaluation efforts.
- Remove faculty rewards barriers and encourage faculty development.
- Improve civic engagement efforts overall by focusing on those ten indicators that appear to leverage strength in all thirty indicators.
- Identify key professionals to coordinate and support civic engagement.
- Consider the influence of top leaders.

> The Post-Secondary Service-Learning Grant Program <

Since 1989, the state has made $1,066,000 in grants available to support service-learning and campus-community collaboration through a competitive biannual process. The 51 grants for the period 1989-2001 averaged $15,500, and most often ranged from $4,000 to $25,000. All grants were matched dollar-for-dollar by the grant recipient. On average, ten grants were made each funding cycle and supported a range of activities at 27 different institutions of higher education and their community organization partners.

Grants are made in several categories, supporting both beginning efforts and advanced program improvements. Typical objectives of these grants included increasing numbers of students engaged in service and service-learning, providing needed services to community organizations, and sustaining civic engagement activities after the grant period.

Follow-up interviews were completed with 42 program leaders, accounting for 79 percent of the grants made between 1989-2001. There was general agreement that these grants had significant positive outcomes for the students and community members involved in the programs. Other frequently cited outcomes include: relationships between the campus and community organizations were formed or strengthened; a structure was created for ongoing coordination of efforts; and groups were trained or mobilized.

These grants are sustained by the grant recipients at high rates and relate to strengths in several civic engagement indicator areas:

- Of the grants where follow-up work was possible, 78 percent of the projects have been sustained in some way. An additional 15 percent of the grants evolved into a different project or significantly influenced another program that does continue. Only 7 percent of the grant-funded projects no longer exist in any form.
- 19 percent of the grants led to establishment of a professional staff position sustained by the institution.
- 65 percent of institutions that received Post-Secondary Service-Learning grants have made significant institutional investments in coordination and leadership of civic engagement efforts, as compared with 38 percent of institutions that did not receive a grant.
- Over 85 percent of the campuses that received grants fall above the state average in the indicator area "Breadth and depth of programming supports civic engagement."

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Study Overview

The Minnesota Campus Civic Engagement Study: Defining Engagement in a New Century is a project of the Minnesota Higher Education Services Office and Minnesota Campus Compact. The study is the first of its kind in the nation and seeks to meet three objectives:

- Determine outcomes from projects supported by grants made to campuses and community-based organizations through the state-funded Post-Secondary Service-Learning Grant Program from 1989-2001.
- Develop indicators to assist campuses and evaluators in defining campus civic engagement.
- Document the current status of civic engagement and service-learning at campuses throughout Minnesota.

> Study Design and Process <

The Minnesota Legislature requested this study in 2001 to evaluate the Post-Secondary Service-Learning Grant Program and to establish benchmark data on campus civic engagement so that progress could be better assessed in future years. Minnesota Campus Compact will use information gleaned from the study to guide its efforts to advance civic engagement at campuses statewide. The following steps were taken to design and complete the study.

1. An Advisory Committee was formed in late 2001 to bring stakeholder input, ownership, and knowledge to the project. The committee included campus staff, faculty, presidents, community partners, and researchers.
2. Other organizations' and individuals' civic engagement measurement systems were collected and reviewed. More than twenty such systems were located and analyzed.
3. A definition and thirty indicators of civic engagement were finalized.
4. Methods for data collection and measurement of data were added to the indicator system and pilot tested on three campuses.
5. Between May 2002 and January 2003, campus visits for interviews and observation were made to 38 campuses, documents such as strategic plans and annual reports were reviewed, and 17 campuses submitted a critical incident report for analysis. A total of 248 people from 45 campuses were interviewed as part of the study. These included:
   - 27 college or university presidents
   - 34 chief academic officers
   - 46 key professional staff contacts
   - 51 faculty members
   - 50 students
   - 40 community organization partners
6. A database was created and used to analyze the results of the data collection processes.

> Defining Campus Civic Engagement <

For the purposes of this study, a definition of campus civic engagement found in Campus Compact's *Presidents' Declaration on the Civic Responsibility of Higher Education* was used. Campus civic engagement is defined

broadly as "those activities that reinvigorate the public purposes and civic mission of higher education." In addition, Minnesota Campus Compact describes civic engagement as "action by individuals and institutions to create a society characterized by justice and dignity for all."

> Data Collection Challenges <

Much of the information gathered in this study is self-reported data. In addition to the predictable concerns this raises regarding accuracy, a specific concern should be noted. Interviewees who had extensive experience and/or understanding of the complex concept of "civic engagement" were more likely to self-evaluate their efforts critically than interviewees with less experience or understanding. In other words, some interviewees at institutions with a long track record of working on civic engagement were more critical of their institutions and their own efforts than were individuals with less experience. This is likely due in part to increased awareness on the part of experienced interviewees regarding the complexity of effective civic engagement practice and the wide array of possible activities and policies that could be supported by a comprehensive vision of civic engagement. These experienced practitioners realize they have "a long way to go" before they will be doing everything related to civic engagement as well as they would like. The problem of self-reported data was balanced to some extent by inclusion of observations and analysis by one principal investigator.

Another problem with the data set relates to barriers experienced in data collection. Not every college or university in Minnesota participated in this study. The institutions most likely to participate and participate fully were those with more sophisticated campus infrastructure related to civic engagement. The 45 institutions that completed interviews for the study, therefore, may include somewhat more "advanced" campuses in the area of campus civic engagement. However, among these 45 institutions are numerous examples of institutions at all levels of development.

> Disagreement Among Interviewees <

In many cases, there was relative agreement among interviewees when asked the same questions in separate interviews. The areas of most frequent disagreement at colleges and universities statewide include:

- whether people at the institution experience barriers to community involvement (in general and for faculty in particular);
- whether the institution provides adequate staffing for coordination and leadership of civic engagement efforts;
- whether the institution is active in local community development;
- whether the institution effectively coordinates multicultural education; and
- whether all students experience multicultural education.

Civic Engagement Indicators

In order to measure campus civic engagement, a set of indicators was developed in consultation with the study's Advisory Committee. The indicators, as that word suggests, indicate the ways a campus might be considered civically engaged. This set of indicators is unique to this study; it was created after review of 20 other measurement systems for campus civic engagement. The indicators are divided into six main categories. Each category includes several sub-indicators. It should be assumed that outcomes for students, communities, and institutions are subsumed in different ways under all categories. Collectively, the indicators strive to consider both "campus as civil society" and "campus as connected to greater civil society." The indicators are summarized below and appear in a complete list at the end of this section of the report.

> The Minnesota Campus Civic Engagement Indicators and Sub-Indicators <

1. **Culture**: Campus culture nurtures and encourages civic engagement.
2. **Leadership**: Civic leadership is developed and supported at all levels.
3. **Power and Policy**: Campus supports participatory decision-making, and campus policies support engagement.
4. **Accessibility**: Campus resources are available and open to "outsiders" (e.g., prospective students, community partners).
5. **Enabling Mechanisms**: Campus structures, systems, and resource allocation support engagement.
6. **Breadth and Depth of Programs**: Campus supports multiple high-quality forms of engagement.

1. Culture

Campus culture nurtures and encourages civic engagement.

C1 Engagement is valued in pedagogy and research; a culture of relevance exists.

C2 Local knowledge is valued in epistemology/knowledge generation.

C3 Scholarship of engagement is valued for faculty.

C4 Faculty, staff, and students are encouraged to be active in the community (voting, volunteerism, activism, etc.)

C5 Controversy is handled as teachable moment.

C6 Partnership relationships are built on respect, responsiveness, mutual accountability, and assets.

C7 Civic engagement is connected to other institutional priorities.

2. Leadership

Civic leadership is developed and supported at all levels.

L1 Professional development is available to support leadership of all stakeholders in engagement.

L2 Civic leaders exist and are encouraged among all people on campus and among community partners.

3. Power and Policy

Campus supports participatory decision-making, and campus policies support engagement.

P1 Decision-making on campus includes all campus stakeholder voices.

P2 Campus is open to community voice in decisions that affect them.

P3 Faculty roles and rewards (promotion, tenure, assessments, research, etc.) promote engagement.

P4 Endowment policy (how the endowment is invested) considers local, regional, or global impact.

P5 Purchasing/procurement considers public impact—including local or regional community impact.

P6 Facilities management considers environmental and social outcomes and opportunities.

4. Accessibility

Campus resources are available and open to "outsiders" (e.g., prospective students, community partners).

A1 Academic offerings are accessible to community.

A2 Campus is accessible and welcoming; cultural and physical resources are shared.

A3 Multiculturalism is valued as part of the campus identity.

5. Enabling Mechanisms

Campus structures, systems, and resource allocation support engagement.

M1 Adequate professional staff and/or coordination effectively supports engagement.

M2 Faculty development opportunities support engagement.

M3 Resources are adequate for internal mechanisms, structures, and incentives.

M4 Resources are shared in partnerships and joint community development efforts.

M5 Recognition/awards exist for exemplary engagement work.

6. Breadth and Depth of Programs

Campus supports multiple high-quality forms of engagement.

B1 Service-learning and other community-based forms of education exist throughout departments/disciplines.

B2 Campus is active and visible in community development efforts.

B3 Campus convenes community dialogue on important issues.

B4 Multiple forms of engagement are offered—not just one or a few are promoted.

B5 Multicultural education is effectively coordinated and emphasized for all students.

B6 Programs, projects, and partnerships are thoroughly assessed by all stakeholders and assessments are used by all program stakeholders to hold themselves and others accountable.

B7 Communications/PR/publications promote visibility of civic engagement programs and partners.

Major Findings and Observations Regarding Campus Civic Engagement in Minnesota

Information collected through interviews, observation, and document review was analyzed using a consistent set of indicators of campus civic engagement. Collecting information in a uniform manner across campuses revealed some trends in how Minnesota colleges and universities approach civic engagement.

While comparisons and generalizations can be made among the 45 institutions in this study, it is important to note that this is the first study of its kind in the nation and therefore no outside benchmark of acceptable or exceptional quality in these areas is available. Minnesota has historically been a national leader in service and service-learning, and several Minnesota institutions are nationally recognized for their work in civic engagement. However, in the opinion of the principal investigator, no institution in the study has done everything possible in any indicator area. References to "strong" civic engagement efforts are only relative statements based on comparisons to the other institutions and findings in this report.

> Overall Strongest Indicators <

When data from all institutions are combined, the strongest civic engagement indicators for the state as a whole are:

Coordination of civic engagement is important. Institutions that perform strongly on the indicator related to having adequate professional coordination for civic engagement perform strongly in civic engagement indicators overall.

C2 Local knowledge is valued in epistemology/knowledge generation.

C6 Partnership relationships are built on respect, responsiveness, mutual accountability, and assets.

L2 Civic leaders exist and are encouraged among all people on campus and among community partners.

P1 Decision-making on campus includes all campus stakeholder voices.

M4 Resources are shared in partnerships and joint community development efforts.

> Overall Weakest Indicators <

The following are the weakest civic engagement indicators for the state as a whole:

P4 Endowment policy (how the endowment is invested) considers local, regional, or global impact.

M1 Adequate professional staff and/or coordination exists to effectively support engagement.

M2 Faculty development opportunities support engagement.

M5 Recognition/awards exist for exemplary engagement work.

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B1 Service-learning and other community-based forms of education exist throughout departments/disciplines.

B6 Programs, projects and partnerships are thoroughly assessed by all stakeholders and assessments are used by all program stakeholders to hold themselves and others accountable.

Data indicate that campuses on average believe they have stronger cultures and leadership supporting civic engagement than actual mechanisms and programs for this purpose. In other words, colleges and universities in Minnesota strive to encourage civic engagement among their students and others, but still feel the campus coordination and support needed to adequately implement these efforts should be strengthened. For example, just under one-half of the campuses in the study have the equivalent of a full-time coordinator or director for civic engagement efforts, even when several part-time assignments on individual campuses are combined. Coordination of civic engagement is important. Institutions that perform strongly on the indicator related to having adequate professional coordination for civic engagement perform strongly in civic engagement indicators overall. In addition, institutions that received Post-Secondary Service-Learning grants for service-learning and campus-community collaboration are more likely to sustain their efforts if they have an identified coordinator.

Data indicate that campuses on average believe they have stronger cultures and leadership supporting civic engagement than actual mechanisms and programs for this purpose.

The breadth and depth of many campus efforts in community economic development are especially impressive.

> Differences Among Institutional Systems <

Minnesota's non-profit higher education institutions can be divided into four broad categories:

- Private Colleges andUniversities
- Community and Technical Colleges
- State Universities
- University of Minnesota campuses

Some interesting differences exist in how these types of institutions focus on civic engagement. Traditional volunteerism programs tend to be strongest at the private institutions and in some colleges at the University of Minnesota campuses. The community and technical colleges and state universities have a unique identity in their local communities related to accessibility, vocational training, and extensive partnerships with community organizations, often focused on business and industry. The University of Minnesota has a historic "land grant" mission, a distinctive research focus, and a unique system of coordinate campuses in large and small cities in greater Minnesota.

> Civic Engagement: Commitments Beyond Traditional Service <

Traditional community service and service-learning programs for students are strong in Minnesota and were inventoried as part of this study (see pages 20-22). "Civic engagement," however, for the purpose of this study, is

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an umbrella term including actions by students, faculty, and staff as well as institutional decisions and efforts.

The breadth and depth of many campus efforts in community economic development are especially impressive. Examples of this work include campus and city partnerships to provide free or low-cost training for recent immigrant workers, joint campus and municipal building projects, and significant financial contributions to neighborhood redevelopment projects.

Campus presidents also were asked three questions regarding major campus financial decisions, and whether these are part of campus civic engagement efforts. 62 percent of campuses consider how facilities management can be part of civic engagement efforts, such as commitment to sustainable building practices and renewable energy systems. 28 percent of the campuses make special efforts in the area of purchasing and procurement, such as commitments to support local vendors and minority-owned businesses. Only 10 percent of the institutions have special programs or "screens" to consider the public impact of where and how their endowment dollars are invested in the markets.

> Relationship Between Campus Mission and Civic Engagement <

There appears to be a strong link between those institutions that have a clear reference to civic engagement in the campus mission statement and strength in campus civic engagement overall.

There appears to be a strong link between those institutions that have a clear reference to civic engagement in the campus mission statement and strength in campus civic engagement overall.

There were ten institutions in the study whose interviewees agreed unanimously with the statement, "There is an overarching philosophy or mission related to civic engagement at this institution," and whose interviewees believed this commitment is formally stated in the mission or similar institutional policies of the institution. These ten institutions' overall civic engagement appears strong in many other categories. It also appears more common for explicit reference to civic engagement to appear in the mission statements of private, religiously-affiliated institutions, usually in the form of "service to the public good" or similar statements.

However, people on campus in general may not be aware of these commitments. When the same interviewees referenced above were asked if the majority of people on campus are aware that the institution has a commitment to civic engagement in its mission, those responses were somewhat weaker. This finding might be due to the types of people interviewed for this study (who have relatively strong knowledge and interest in civic engagement, compared to the general campus population), and it also might relate to the degree to which civic engagement is promoted and communicated on campuses. Effective communication was identified as a problem in other areas as well.

> Campus Culture Supportive of Civic Engagement <

Two "ingredients" appear necessary to help actualize a strong campus

culture supportive of civic engagement. These are a critical mass of enthusiastic supporters and leaders for civic engagement and campus policies that promote (or at least do not detract from) civic engagement. In addition to a strong campus mission or vision that includes explicit references to civic engagement, such policies might include faculty evaluation guidelines that validate civic engagement pedagogy and research, and policies welcoming facilities use by outside groups.

On their own, however, neither enthusiastic leadership nor supportive policies necessarily lead to a strong culture for civic engagement or overall strength in numerous civic engagement indicators. There were examples of institutions in Minnesota with a critical mass of advocates and practitioners of civic engagement, yet campus policies are not supportive of civic engagement. This can dampen enthusiasm and support. Conversely, there are institutions whose policies do not detract from involvement in civic engagement and whose philosophies value community-based learning, yet there is no critical mass of people supporting and leading civic engagement efforts.

Leadership and support for civic engagement provided by the college or university president is invaluable. Interviewees credit certain presidents with providing leadership that has had a significant effect on campus civic engagement in areas such as visibility of civic engagement, financial support for civic engagement, and policies supportive of civic engagement.

> Presidential Leadership <

Leadership and support for civic engagement provided by the college or university president is invaluable. Presidents who are recognized statewide as leaders in their support for campus civic engagement often work for the most engaged institutions. Interviewees credit certain presidents with providing leadership that has had a significant effect on campus civic engagement in areas such as visibility of civic engagement, financial support for civic engagement, and policies supportive of civic engagement. Presidential support or lack of support can directly affect many of the key civic engagement indicators.

Presidents in general gave their institutions higher scores in civic engagement than other interviewees. For example, when asked if the campus is perceived as an asset in the community, presidents on average provided a higher score than other campus interviewees and community representatives. It is not clear if this difference is due to the high exposure presidents have to the opinions of many campus and community representatives, an optimistic image of the institution, or many other possible explanations.

> Findings Regarding Faculty <

Campus stakeholders interviewed for this study, including faculty and students, collectively support the idea that knowledge based in community experience is valuable. However, they rated their institutions on the indicator "Scholarship of engagement is valued for faculty" relatively low; it was one of the weakest indicators of the study. There is a significant need to remove perceived barriers in faculty evaluation, tenure, and promotion processes. Additional faculty development focused on civic engagement is also needed.

Interviewees from several community and technical college campuses noted independently that faculty at their institution do not think service-learning is "covered" in faculty union contracts so the time needed to do service-learning in particular is considered "extra" and uncompensated. Similar campuses where faculty contracts were not mentioned as a great barrier appear to have faculty who consider the issue differently. Those faculty consider service-learning simply a good pedagogy and/or "the right thing to do," and not a contract issue. Institutions that provide professional staff to help identify partners in the community, orient students, or coordinate logistical details also relieve some of the perceived time burden.

Faculty contracts in the Minnesota State Colleges and Universities (MnSCU) system discourage holding up one group above others, so few awards for exemplary civic engagement exist in that system. People at some MnSCU institutions have found creative ways to recognize leaders, such as acknowledgement in public speeches, professional development funds, and certificates.

Faculty across institutions emphasize the importance of faculty leadership in this work. They mentioned the importance of having faculty serve as program directors or co-directors, facilitate professional development experiences, mentor peers, and serve on advisory committees.

Faculty across institutions emphasize the importance of faculty leadership in this work. They mentioned the importance of having faculty serve as program directors or co-directors, facilitate professional development experiences, mentor peers, and serve on advisory committees.

While the barrier to civic engagement presented by some faculty evaluation policies cannot be overstated, supportive rewards policies by themselves do not necessarily lead to greater faculty engagement. Some institutions in Minnesota have no barriers for faculty in that area and have very few faculty involved in civic engagement. A positive faculty rewards or evaluation policy needs to be complemented with faculty and administrative leadership and a broader culture supportive of civic engagement in order to enhance faculty participation.

> Community Partners' Views on Campus Civic Engagement <

The 40 community-based partners interviewed as part of this study tended to be individuals who have close relationships with the colleges and universities, and therefore they are not representative of "the community" at large.

Despite these relatively close relationships, community partners in general were not aware of many campus programs and commitments related to civic engagement. Partners tended to focus exclusively on their particular programs or projects with the institution. This is especially true of partners who have not been asked to serve on institutional advisory committees for civic engagement efforts or similar institutional planning groups. There is great need at most campuses for improved structures for communication between campus and community representatives.

> Responses By Community Partners and Campus Interviewees Were Similar <

Community partners' responses to interview questions were often similar to campus interviewees. There is no significant difference between campus and community responses regarding the following:

- Campus is perceived as an asset in the community.
- Campus-community relationships are characterized by respect and responsiveness.
- Campus and community partners strive to be accountable for the success of their projects together.
- The campus provides ways for community partners to have a voice in campus decision-making that affects the community.
- Campus resources, such as financial resources and loaned staff, are regularly shared with partners in the community.
- The campus actively provides ways for the on-campus and off-campus communities to come together to discuss important issues.

> Community Partners Score Some Areas Stronger Than Campus Interviewees <

Somewhat surprisingly, community partners gave higher scores than campus staff in the following areas:

- The campus has cultural programs and other offerings of interest to the public and makes these offerings known and open to the public.
- The campus makes spaces on campus available for use by the off-campus community through an affordable, inviting, and simple system.
- Community members generally understand how and from whom to get information about how to access campus resources.

> Community Partners Give Campuses Lower Scores Regarding Community Development <

When asked if the campus is active and visible in community economic development, campus presidents on average strongly agreed that they are, campus key contacts agreed mildly, and community partners disagreed mildly. Since campus representatives (primarily presidents) were able to provide many examples of their active involvement in community economic development, these differences may reflect communications gaps more than disagreement regarding the facts. These gaps also may reflect a lack of internal connection among many diverse civic engagement efforts (e.g., community economic development, service-learning, facilities use by outside organizations) or a narrow vision of what could be included in campus civic engagement. Nonetheless, efforts should be made to increase communication with community partners and campus staff regarding campus efforts in community economic development.

> Evaluation of Civic Engagement By Institutions <

Most campus and community representatives agree that civic engagement programs, projects, and partnerships are not thoroughly assessed by all stakeholders. Campus presidents and chief academic officers, in particular, commented that improved efforts in this area are needed. While many examples of different evaluation efforts were recorded in this study, these tend to be the efforts of individual faculty or individual programs. Most relate to program evaluation, not outcome evaluation, and tend to focus on student measures more frequently than community measures. The campus civic engagement indicator related to assessment was the second weakest overall of the thirty indicators studied.

> Barriers to Civic Engagement <

All interviewees were asked questions regarding barriers to active engagement in the community. The most frequently cited barriers were pressures on student and faculty time. There was general agreement that most students need to work in addition to attending school, and that work commitments have increased in recent years. In fact, individuals from all types of campuses commented that their students needed to work "more than at other institutions."

Just under one-half of the campuses in the study have the equivalent of a full-time coordinator or director for civic engagement efforts.

These positions frequently begin through grants and then become a regular part of the institution's civic engagement budget.

Strong staffing levels, especially in positions coordinating service-learning or similar efforts, relate to strengths in other areas.

The dramatic increase in enrollments at many public institutions has created more pressure on faculty time. The need to meet faculty promotion and tenure demands also was cited repeatedly as a top barrier for faculty at private and University of Minnesota institutions. Criteria for promotion and tenure typically do not include civic engagement in teaching or research, nor have professional development opportunities helped faculty understand how to effectively present their work in these areas. This concern was noted by several chief academic officers. Several faculty interviewees stated that the actual guidelines are less important than trying to change the culture regarding what is valued in promotion and tenure. At some institutions, doing service-learning, for example, is considered very "risky" for untenured faculty.

> Staffing and Coordination of Civic Engagement <

Just under one-half of the campuses in the study have the equivalent of a full-time coordinator or director for civic engagement efforts, even when several part-time assignments are combined. In the early 1990s, however, the number of these positions was 50 percent lower. Critical Incident Reports reveal that these positions frequently begin through grants and then become a regular part of the institution's civic engagement budget.

Strong staffing levels, especially in positions coordinating service-learning or similar efforts, relate to strengths in other areas. Staffing is associated with increased faculty development opportunities, increased service-learning throughout departments/disciplines, the existence of awards for civic en-

gagement, and general encouragement for all people to be involved in the community.

Strength in the civic engagement indicator that relates to staffing also has a positive relationship with the indicator for strength of community economic development efforts. However, there is no perceivable relationship between staffing and indicators focused on the campus endowment as part of civic engagement or the campus valuing local knowledge in epistemology.

> Innovation and Future Directions in Civic Engagement <

Increasingly, colleges and universities are designing civic engagement and service-learning initiatives that are multi-disciplinary and focused on specific community partners or geographic areas. These efforts involve extensive planning internally and with partners. Faculty collaborate to team-teach or link courses across disciplines addressing similar issues in the community. Benefits to students and faculty include understanding important issues from various perspectives and improved coordination of logistics. Benefits to communities include focused attention, resources, and long-term commitments from the institutions.

The following are some examples of this kind of effort:

Augsburg College has a geographic commitment to work with community organizations within approximately a one-mile radius of the college.

Itasca Community College's "Mesabi Trail Project" was developed by an interdisciplinary group of faculty to support a 100-mile asphalt trail for biking and walking in the region, especially through old mining areas. The innovative community economic development project includes faculty and students from Biology, History, Geographic Information Systems (GIS), Geology, Natural Resources, Technical Writing, and Webmaster training.

Metropolitan State University works closely with neighboring organizations in the Dayton's Bluff community to address such complex issues as student turnover at the local school through tutoring, community economic development, and citizenship test preparation.

The new GRASS Routes program at the **University of Minnesota, Twin Cities,** supports collaborative research designed jointly by community members and the university.

A new project of the **University of St. Thomas** and Ascension Parish in north Minneapolis will engage twelve faculty across eight disciplines in a coordinated service-learning effort in that neighborhood.

Another growing area of innovation was mentioned by several community or technical colleges. These institutions are increasingly interested in partnering with other state agencies (such as parks and prisons) to more efficiently coordinate state resources.

Finally, there are many innovative ways colleges and universities share free or low-cost academic resources with communities. These include job retraining programs, free courses for certain groups that have a relationship with the institution, mini-courses designed especially for community members and presented by current and emeritus faculty, low-cost tuition at MnSCU campuses for senior citizens, and scholarship programs for community partners.

> Indicators as "Predictors" of Civic Engagement <

Ten of the thirty campus civic engagement indicators were found to be especially strong at "predicting" overall civic engagement strength. In nearly every case, the most engaged campuses performed above average on the following indicators:

C3 Scholarship of engagement is valued for faculty.

C4 Faculty, staff, and students are encouraged to be active in the community.

L1 Professional development is available to support leadership of all stakeholders in engagement.

A3 Multiculturalism is valued as part of campus identity.

M1 Adequate professional staff and/or coordination exists to effectively support engagement.

M2 Faculty development opportunities support engagement.

M4 Resources are shared in partnerships and joint community development efforts.

M5 Recognition/awards exist for exemplary engagement work.

B1 Service-learning and other community-based forms of education exist throughout departments/disciplines.

B7 Communications/PR/publications promote visibility of civic engagement programs and partners.

Ten of the thirty campus civic engagement indicators were found to be especially strong at "predicting" overall civic engagement strength.

This can be useful for campuses that would like to increase their efforts in some areas but do not have the time or resources to work on all thirty indicators.

Therefore, an argument could be made that institutions with strength in these particular indicator areas also may show general strength in civic engagement. This can be useful for campuses that would like to increase their efforts in some areas but do not have the time or resources to work on all thirty indicators.

> Summary of Service and Service-Learning Programs <

An inventory of campus programs that support civic engagement and service was completed by 42 colleges and universities. Highlights from this inventory show the following:

- 98 percent of campuses offer service-learning as an integrated curricular

pedagogy. On average, 20 faculty members per institution include service-learning in an average of 31 courses each year, engaging an average of 619 students in service-learning per institution. This large number of faculty and students engaged in course-based service-learning is a dramatic and recent development in Minnesota. A conservative estimate is that over 25,000 students at the 42 institutions in the study engage in course-based service-learning each year.

- 72 percent of the four-year institutions engage students and faculty in community-based research.
- Two institutions in Minnesota (Augsburg College and Crown College) have service or service-learning as a graduation requirement for all students, while two-thirds of all Minnesota institutions inventoried have a community-based learning requirement in one or more academic majors or programs. These requirements are above and beyond those experiences that include community-based learning as required by law (e.g., teacher preparation programs).
- 88 percent of institutions provide opportunities for students to complete community-based or nonprofit internships.
- 100 percent of campuses inventoried organize one-time service events for students and campus personnel, at a rate of eleven events on average per year. These events engage over 6,900 students each year.
- 93 percent of campuses have donations or collection drives (e.g., canned food drives, blood mobile) at an average rate of eight drives per year. Colleges and universities in Minnesota sponsor over 290 donation drives per year.
- 62 percent of campuses organize ongoing community service programs (e.g., weekly tutoring with children, regular participation in Habitat for Humanity) that engage 247 students annually on average per institution. 31 percent of campuses organize co-curricular service programs that include regular reflection and learning components, engaging an average of 149 students annually per campus in those programs. Collectively, these programs involve at least 8,800 students in ongoing community service programs each year.
- 67 percent of campuses have at least one recognized student organization dedicated to service or civic engagement activities. These groups organize many of the one-time and ongoing service programs.
- One-third of all campuses inventoried include service experiences in residential programs (e.g., a "house" or "floor" is dedicated to service or dormitory floors are required to do service projects). One-third of all institutions also have connections between service and Greek organizations (e.g., honors programs, fraternities and sororities).
- 79 percent of institutions organize opportunities for federal work-study students to complete their jobs in off-campus, community-based settings. (All institutions are required to use 7 percent of their federal work-study dollars for community-serving positions, and some institutions use these dollars only on campus in areas such as the campus library or theater).
- 60 percent of institutions arrange "alternative break" trips for students during spring breaks and other times between terms. Students partici-

98 percent of campuses offer service-learning as an integrated curricular pedagogy.

On average, 20 faculty members per institution include service-learning in an average of 31 courses each year, engaging an average of 619 students in service-learning per institution.

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pating in these trips complete service projects instead of vacationing or working. These institutions offer an average of six such trips per year.

- Half of the colleges and universities organize opportunities for faculty and staff to participate in service, and 21 percent organize service events for alumni.
- 36 percent of institutions include a service experience in new student orientation each year.

> Recommendations <

The findings of this study lead to several recommendations for institutions that want to strengthen current civic engagement efforts.

Improve Communication

In several areas, increased or improved communication will produce benefits without the need to create new programs or structures. Institutions can communicate more effectively internally, making sure key staff and stakeholders are aware of innovative efforts in civic engagement. Many campus and community representatives are especially uninformed about community economic development. There is significant room for improvement in communication between campus and community partners at most institutions in the state. This includes joint decision-making, improving students' ability to communicate with community partners regarding logistics and expectations, and faculty communication with community partners who supervise students in service-learning courses. Finally, assessment of civic engagement initiatives for the purpose of communicating successes and discussing weaknesses could be significantly enhanced at all institutions.

Remove Faculty Rewards Barriers and Encourage Faculty Development

Interviewees cited faculty rewards structures as a major barrier to civic engagement, second only to "lack of time." A very small number of institutions, including Macalester College and some colleges at the University of Minnesota-Twin Cities, have begun considering these issues. More need to consider in what ways the faculty rewards, promotion, and tenure processes could be altered to serve as a support for civic engagement instead of a barrier, and ways that additional professional development opportunities could enhance faculty participation and a culture supportive of civic engagement. This is an issue of culture and perception as well as one of policy, making the issue very sensitive and difficult to address constructively.

Focus on the "Predictor" Indicators

By focusing on the ten best predictors of overall strength in campus civic engagement, institutions can leverage the power of small, targeted investments of time and resources. Again, these indicators include:

C3 Scholarship of engagement is valued for faculty.

C4 Faculty, staff, and students are encouraged to be active in the community.

L1 Professional development is available to support leadership of all stakeholders in engagement.

A3 Multiculturalism is valued as part of campus identity.

M1 Adequate professional staff and/or coordination exists to effectively support engagement.

M2 Faculty development opportunities support engagement.

M4 Resources are shared in partnerships and joint community development efforts.

M5 Recognition/awards exist for exemplary engagement work.

B1 Service-learning and other community-based forms of education exist throughout departments/disciplines.

B7 Communications/PR/publications promote visibility of civic engagement programs and partners.

The effect of the words and actions of top institutional leaders cannot be underestimated. Support for civic engagement efforts from key leaders such as institutional presidents, vice-presidents, faculty leaders, and community leaders is essential to the success of these efforts.

Identify Key Professionals to Coordinate and Support Civic Engagement

The study data suggest that civic engagement can not be thoroughly embedded throughout an institution without centralized coordination. Campus stakeholders (especially faculty and students) as well as community partners across the state referenced the importance of having a key point of contact for coordination and communication. This takes various forms, such as an individual or a team, working sometimes as a "leader" and sometimes as a "supporter" of others. Coordination, however, does not diminish the important role of leadership, creativity, accountability, and initiative on the part of numerous campus and community stakeholders in the success of civic engagement efforts overall. In addition to most interviewees' conviction that professional coordination is necessary, there is evidence of an important and clear connection between the existence of professional coordination for civic engagement and the ability of an institution to successfully apply for grant funding and then sustain the activities of grants received for service-learning and campus-community collaboration.

Consider the Influence of Top Leaders

The effect of the words and actions of top institutional leaders cannot be underestimated. Support for civic engagement efforts from key leaders such as institutional presidents, vice-presidents, faculty leaders, and community leaders is essential to the success of these efforts. Critical support from top leaders in this study most often took the form of public and non-public comments, choices regarding resource allocation, personal actions, presence at events, and taking time to understand and respond to important issues and concerns.

Campus Indicator Highlights

Institutions in Minnesota have efforts and programs in each indicator area investigated in this study. The following list of "highlights" profiles several good examples of institutional efforts in each of the 30 indicator areas.

Important note:

In an attempt to include examples from all institutions in the study and in all indicator areas, these examples are not necessarily the only or the best examples of efforts in each area. This is not intended to be a comprehensive list of the ways institutions of higher education could address any indicator. It is a list that illustrates some effective ways institutions have developed strategies related to each of the 30 indicators. A contact person for each institution is provided on pages 6-67 to promote networking and learning among institutions.

For more information about best practices and local models in each indicator area, contact Minnesota Campus Compact, which hosts the database containing all information related to the Minnesota Campus Civic Engagement Study.

C1 Engagement is valued in pedagogy and research; a culture of relevance exists.

College of St. Catherine

Action research is encouraged through four new academic Centers of Excellence. The Centers of Excellence engage students and faculty in collaborative work involving diverse community partners. The Centers of Excellence comprise the college's major strategy for transforming education across the institution.

Hennepin Technical College

Hennepin Technical College offers strong encouragement for teaching to connect academic topics with local and regional issues. The college creates partnerships with organizations and businesses in particular fields and brings that knowledge into the classroom.

Itasca Community College/Northeast Higher Education District

A new strategic plan includes a strong interest in civic engagement. Ultimately the institution would like to have a community experience for all students before they graduate. The Center for Innovation on campus would like to become the hub for interdisciplinary service-learning. Service-learning might be the focus of the Center's work next year.

Northwestern Health Sciences University

All Chiropractic majors (the majority of students at the university) take a required course with a service-learning component. Clinical experience is a strong emphasis of the entire institution.

William Mitchell College of Law

"Legal Scholarship for Equal Justice Research Topics" was established at the four law schools in Minnesota to encourage student and faculty scholarship in under-researched legal areas that could benefit low-income or disadvantaged individuals. Examples of research topics might include the relationship between health and housing, or the effect of increased penalties on predatory offenders. At William Mitchell, the research can take place as part of a course called "Equal Justice–Applied Research" or through independent projects.

C2 Local knowledge is valued in epistemology/knowledge generation.

Dakota County Technical College

Interviewees unanimously agreed that people on campus highly value learning and information generated in the community.

Dunwoody College of Technology

Three times per year industry representatives come to campus, observe the curriculum, and comment on what is being taught. Their feedback is valued in curriculum creation and revision.

Metropolitan State University

Faculty often come from the community ("Community Faculty"). The university values life experience that students bring as they enter the university and provides credit for it. Community partners are considered co-educators of students.

St. Mary's University of Minnesota

The LaSallian Honors Program is an alternative to the general education requirements. The program values learning through community experience that complements rigorous academic content. In the sophomore year, the program focuses on justice, and students go to various community sites to develop one-on-one relationships. Seniors do a semester of service through a seminar course. Many honors students graduate and go on to one or more years of full-time service.

C3 Scholarship of engagement is valued for faculty.

College of St. Benedict and St. John's University

Ernest Boyer's "Scholarship of Application" is supported by academic administrators. Faculty active in service-learning are beginning to request support letters from the Director of Service-Learning to include in their promotion and tenure portfolios.

College of St. Catherine

Promotion and tenure guidelines are currently being revised. "Community Partnerships" is one area being considered for inclusion in the criteria.

Metropolitan State University

Faculty receive release time to engage in applied scholarship, such as research on issues facing new Americans.

C4 Faculty, staff, and students are encouraged to be active in the community (voting, volunteerism, activism, etc.).

College of St. Benedict and St. John's University

The first goal listed on the St. John's University 2002 Strategic Plan is "Enhance students' commitment to serving others by increasing the number of men involved in service programs and activities."

Concordia College, Moorhead

A $2-million Lilly Endowment–funded project, "Vocation: The Call to Serve," is a one-year initiative "to sustain Concordia's mission through lives of service." This is listed as one of five current strategic issues for the college. The new strategic plan calls for development of a Center for Responsible Citizenship.

Minnesota State University, Mankato

All student clubs and Greek organizations (over 150 groups) must do a service project each year. They receive support to accomplish this through the Office for Student Leadership. An annual Service Fair brings community organizations to campus each year.

Northwestern College

For the annual Day of Prayer and Service, classes are cancelled and all students, faculty, and staff are encouraged to serve the community. Business, Education, and Ministries majors (who account for half of the student body) are required to perform 40 hours of service each year.

St. Mary's University of Minnesota

The strategic plan emphasizes active, contextual learning and partnerships with nonprofits, business, and schools. The Honors Program has a strong community involvement component, and a capstone course for all other students focuses on Faith, Family, Work, and Citizenship.

University of Minnesota, Crookston

All student organizations are required to do two service projects per semester, and many do more than that.

C5 Controversy is handled as teachable moment.

College of St. Benedict and St. John's University

St. John's Abbey has never denied any claims of abuse by its priests and immediately offered counseling free of charge. They have had open forums inviting community members to campus, and the college community has been very supportive of the abbey. A pro-choice speaker was invited to campus because administrators believe in free expression, even though they knew it would lead to losing some funding from donors.

College of St. Scholastica

The college recently hosted public panel discussions regarding terror and power issues. The college was the place in town that people looked to after September 11th for non-denominational spiritual forums for people of all backgrounds. It suspended classes and held a vigil.

St. Olaf College

Discussions regarding the U.S. conflict with Iraq have taken place during all courses. Homophobic and anti-Semitic public statements have sparked forums and discussions.

C6 Partnership relationships are built on respect, responsiveness, mutual accountability, and assets.

Bethel College

Bethel College made a geographic commitment to the Frogtown–Summit University neighborhoods in St. Paul and invested in a full-time staff coordinator for its partnerships there. This staff member's time is split evenly between an office on the campus and an office in the neighborhood. Bethel has a Partnership Advisory Committee that includes community partners, faculty, and administrators meeting six times per year, with four of these in the community.

Fergus Falls Community College

Student groups that organize community involvement activities are strongly encouraged to collaborate with other groups on campus to broaden their base of involvement and ensure adequate numbers of volunteers. They are also constructively asked by professional staff if they are forming community partnerships that will effectively address real community needs.

Hibbing Community College

The college is very involved in retraining people formerly employed by mining on the Iron Range. They are developing "online" service-learning, since many students do online courses on the Range away from Hibbing and would prefer to do service in their local communities. The Service-Learning Director visits those remote community partners one time before the service experience begins and then checks in via phone.

Metropolitan State University

The language used by the Center for Community-Based Learning strongly emphasizes long-term, mutually beneficial partnerships. Funding is shared with partners who co-author grant proposals and project ideas.

C7 Civic engagement is connected to other institutional priorities.

Augsburg College

Involvement in the community recently was added as a general education requirement at Augsburg, making Augsburg one of only two institutions in Minnesota that require experiential learning of all students.

College of St. Catherine

Four "Centers of Excellence" were recently established to promote excellence in teaching; a guiding principle of all four is community partnerships.

Fergus Falls Community College

The Community Connections Center is co-located in an active area of campus near Career Services.

Lake Superior College

An important priority of the college is to provide a trained workforce of health care professionals on the North Shore. Service-learning experiences have been integrated into these efforts. The Dental Clinic, Health and Fitness, and Massage Centers for the college serve the community at reduced rates.

Minneapolis Community and Technical College

Service-learning is a high priority in the strategic plan. The campus is considering revising its mission to include civic engagement language more explicitly. If a course includes a "significant" service-learning experience (defined as a community experience explicitly related to course content and public engagement), the course can meet a Social Responsibility general education requirement.

North Hennepin Community College

The workplan for each dean at the college includes civic engagement as a focus.

South Central Technical College

Six core competencies for students were created in 1999. "Citizenship" is one core competency that instructors are striving to incorporate into courses.

L1 Professional development is available to support leadership of all stakeholders in engagement.

Macalester College

The "Leaders in Service" program is a year-long experience for approximately 30 students in paid and unpaid leadership roles. The program includes retreats and regular meetings focused on issues of careers in nonprofits, social justice, etc. A Lilly Endowment grant offers opportunities for students to reflect on vocation, service, and spirituality through another year-long program.

Normandale Community College

Leadership skills are developed through clubs and organizations for students. Students are asked how their experiences will transfer into skills for use in the "real world" community after leaving the college.

St. Olaf College

The college received a Lilly Endowment grant for "Discernment of Lives of Work and Service" for student and faculty leadership development. Faculty "vocational scholars" will implement service-learning as part of this program.

University of St. Thomas

Well-developed training for student leaders of service programs is provided through VIA, VISION, and the Tutor/Mentor program. Workshops for 8-12 faculty are offered on partnership building and service-learning course revision twice a year; faculty receive a $500 stipend for participating in four half-day sessions.

For examples of how community partners are involved in leadership roles, please see P2.

L2 Civic leaders exist and are encouraged among all people on campus and among community partners.

College of St. Benedict and St. John's University

Interviewees all agreed that leadership development is a strong value for the campuses. A recent College of St. Benedict student leadership development program included civic engagement as a primary focus. Campus leaders speak publicly about the importance of civic engagement, and numerous civic leaders exist among different groups at the campuses.

College of St. Catherine

The College of St. Catherine promotes social justice leadership awards for students. The Center for Women has awards for student groups and student leaders for community involvement and leadership.

Northwestern College

Two members of the faculty ran for state or federal legislative positions in the fall of 2002.

P1 Decision-making on campus includes all campus stakeholder voices.

Hennepin Technical College

Every program on campus has an Advisory Committee comprised of community and campus representatives that meets two times each semester. The college worked to become less hierarchical recently, for example creating a structure for "team leaders" among faculty to promote increased ownership and communication on important issues.

Macalester College

The recent strategic planning process included everyone on campus through multiple open forums.

Normandale Community College

Revising the college mission was a community-wide effort. A partner from the Bloomington public school district helps interview new staff for service-learning at the college. They jointly develop training and policies for the programs. Changes are never made without collaborative decision-making.

St. Olaf College

Interviewees agreed that the college engages many people in decision-making and that controversies that arise on campus are followed-up with public forums and openness.

P2 Campus is open to community voice in decisions that affect them.

Gustavus Adolphus College

Community partners have been part of hiring committees for the college's Community Service Directors in the past. Partners are included in many joint decisions. Programs have been created jointly in response to specific community requests.

Hibbing Community College

The Service-Learning Program has an advisory board comprised primarily of community partners. Board members create a strategic plan together each year for the program. Each site supervisor does an evaluation each semester and updates their basic information in the college files.

Inver Hills Community College

The President's Advisory Committee and several program advisory boards include community members. A partnering elementary school played a major role in determining the training college students would need before arriving at the school to volunteer. A four-hour training was developed based on the school's recommendations and was required for students.

Metropolitan State University

The Dayton's Bluff Urban Partnership group (comprised of university and community members) discusses issues like the new university-community library and skywalk projects. Facilities plans are put on a web site to be reviewed by anyone on or off campus, and partners are encouraged to provide input.

Northwestern Health Sciences University

Partners serve on the planning committee of every campus-community project.

University of Minnesota, Twin Cities

The new GRASS Routes program supports collaborative research undertaken by community members and the university, especially focused in the Academic Health Center. Center for Urban and Regional Affairs projects involve community partners in all decisions, including which faculty/student researchers are hired to do a project. The "Children, Youth, and Family" and "Law, Ethics, and Environment" consortia exist to serve the university and community and have community members on their boards. The Career and Community Learning Center has regular evaluation sessions with partners each year, and community members sit on its hiring committees.

P3 Faculty roles and rewards (promotion, tenure, assessments, etc.) promote engagement.

Inver Hills Community College

The college president asked the service-learning coordinator to report to all faculty at a convocation regarding a service-learning conference the coordinator attended. Funding is available for faculty to attend events and the campus is very open to faculty receiving release time to attend.

Northwestern College

Service is one of four newly developed areas in each faculty member's contract for promotion. Faculty believe this area is more highly valued than publication.

St. Cloud Technical College

Faculty are strongly encouraged to do community projects. The president wants the college to be known for this.

William Mitchell College of Law

Merit increases are based on three criteria, including service. Service to the external community is considered important. Faculty and administrators agree it is part of the formal promotion and salary processes.

P4 Endowment policy (how the endowment is invested) considers local, regional, or global impact.

Gustavus Adolphus College

The college divested from South Africa in the 1980s, and some of the endowment is focused on socially responsible investing.

St. Mary's University of Minnesota

The university uses a socially responsible filter on investments.

St. Olaf College

The college does not transact stocks dealing with armaments, tobacco, or gambling. The investments committee regularly discusses these issues. The college is using a portion of its endowment to create a community development fund in partnership with Carleton College.

University of St. Thomas

Investment managers use screens to avoid investments that are socially regressive, such as support for sweatshops.

P5 Purchasing/procurement considers public impact—includng local or regional community impact.

College of St. Scholastica

Vendors from the local area who submit bids for college contracts are allowed to match or counter bids that are made by non-local vendors.

Concordia College, Moorhead

There is a commitment to purchase all large capital projects and equipment locally.

Crown College

The college strives to do business with local merchants. All local vendors of the campus are invited to an annual breakfast to strengthen relationships.

Southwest State University

New building construction involves as many local contractors as possible.

University of Minnesota, Twin Cities

The university established an office charged with doing business with women- and minority-owned businesses. They adhere to an agreement regarding not buying foreign products made through exploitative labor practices.

P6 Facilities management considers environmental and social outcomes and opportunities.

Carleton College

Carleton is working with the local school district and others to build capacity for wind power to provide energy for the campus.

College of St. Scholastica

"Stewardship" is an important Benedictine value of the campus. Thoughtful consideration is given to a trout stream on campus when new construction is planned.

Crown College

The college is careful in its use of chemicals near the wetlands on campus.

Inver Hills Community College

A specialist was brought in to consider how new construction could maximize natural light and use less energy.

Metropolitan State University

Management, security, and maintenance of facilities are contracted out to local companies; the university seeks minority- and women-owned businesses for these purposes.

A1 Academic offerings are accessible to community.

Bethel College

Bethel developed scholarships for residents of the Frogtown–Summit University neighborhoods to go back to college for an undergraduate degree in Business, Organizational Leadership, and other areas. Two full scholarships per cohort in each academic program are set aside for this purpose.

College of St. Catherine

Field supervisors of Masters of Social Work students can audit courses for free.

College of St. Scholastica

Members of the Catholic Worker Community (providing full-time service) can take courses for free. The Encore program buses displaced workers from the Iron Range to campus for courses.

Concordia College, Moorhead

Every February, a "Communiversity" program offers a catalog of academic options in areas such as music and finance to community residents. These mini-courses are co-taught by faculty and community residents.

Concordia University, St. Paul

Cooperating teachers at partner K-12 schools receive a tuition discount at Concordia. The university sponsors a charter school and teachers there also receive a tuition discount.

Itasca Community College/Northeast Higher Education District

The college is in a partnership to test high school juniors and then work with counselors to help prepare students to get ready for college-level work.

North Hennepin Community College

Half of the most recent Women in Leadership program cohort came from nonprofit and immigrant groups who took the program on a scholarship and then brought what they learned to their organizations. The development office at the college also works with the local Rotary Club to offer scholarships to at-risk youth through a program called Strive.

St. Mary's University of Minnesota

High school teachers can receive continuing education credit for courses offered to them for free at the university.

A2 Campus is accessible and welcoming; cultural and physical resources are shared.

Anoka-Hennepin Technical College

The Step Program works in partnership with the Anoka school district to provide facilities for high school courses related to technical fields. The program facilitates alignment of high school and technical college priorities and curricula and engages high school students on the college campus. As a result, these students are more likely to stay in school and go to college.

Carleton College

Carleton regularly sends notice of campus events—all of which are free of charge to local residents—to a community mailing list and posts notices of events in the Northfield newspaper.

Concordia University, St. Paul

Many meeting spaces are available on campus for use free of charge by off-campus groups. Some nonprofits have their offices on campus. The community is strongly encouraged to use the facilities. It is a presidential priority to share campus facilities freely with the public.

Minneapolis College of Art and Design

Nonprofit organizations use the college design shop to access affordable graphic design services. Inexpensive artwork by students is available to the community through an annual student art sale.

Normandale Community College

The college and local cultural groups in Bloomington put together a joint cultural events calendar, including events at the college. Free space at the college is offered to the South Hennepin Adult Education ESL courses.

Rochester Community and Technical College

The college made some of its land available for free to develop youth sports center fields.

Southwest State University

Through its Center for Rural and Regional Studies, the university sponsors a History Center and provides the only public Geographic Information System (GIS) facility in the region. An accomplished journalist was hired to write weekly articles on southwest Minnesota and provide them free of charge to regional papers.

University of Minnesota, Crookston

Habitat for Humanity and the Retired and Senior Volunteer Program (RSVP) both have office space provided by the campus, on campus.

A3 Multiculturalism is valued as part of the campus identity.

Hamline University

All undergraduate students must take three general education courses to fulfill the international, gender, or cultural diversity requirements.

Macalester College

Two new dean positions have been created for Multiculturalism in Student Life and Academic Multiculturalism. There is a domestic diversity and international diversity requirement of all students. A new Multiculturalism Center opened recently near the Community Service Office in a new student activities building.

Normandale Community College

The college web site and strategic plan include prominent information regarding the importance of a diverse student body.

M1 Adequate professional staff and/or coordination effectively supports engagement.

College of St. Benedict and St. John's University

The campuses worked with an individual donor to provide three years of funding for an academic service-learning coordinator position that was subsequently sustained by the institutions. The Service-Learning program also has a half-time administrative assistant and several student leaders. Staff in Campus Ministry and Residential Life coordinate additional service programs.

Macalester College

The Community Service Office has a full-time Director, Assistant Director, and Coordinator of Student Leadership and Literacy, a part-time office manager, a VISTA volunteer, nine work-study students, and many volunteer student leaders. A new campus position of Associate Director of the Center for Scholarship and Teaching includes some responsibilities for service-learning and civic engagement. There is a full-time internships director and a full-time director of the High Winds Fund for neighborhood improvements and community economic development.

Metropolitan State University

The Center for Community-Based Learning has a full-time staff director and a faculty director with .5 release time. Additional staff include two full-time Associate Directors, one public schools coordinator, two special projects coordinators, one VISTA, one .75 support staff position, and two student workers.

University of Minnesota, Twin Cities

The university has invested professional staff in a number of areas: the Career and Community Learning Center has campus-wide responsibilities regarding service-learning; the Council on Public Engagement (COPE) is an institution-wide policy body; the Center for Urban and Regional Affairs (CURA) supports research by faculty and students with application to the community. Other key areas include the Humphrey Institute's Center for Democracy and Citizenship, the Academic Health Center, and the Extension Service.

M2 Faculty development opportunities support engagement.

Bemidji State University

The Director of Service-Learning worked with the Director of the First Year Experience to provide a faculty development training on service-learning for the 26 faculty who teach in the program.

Century College

The Service-Learning Office and the Center for Teaching and Learning have done roundtable discussions, presentations to all faculty on opening day, and presentations to departmental and deans meetings regarding service-learning.

Hibbing Community College

Experienced faculty mentor new faculty and the Service-Learning Director provides one-on-one consultation to develop projects. The Service-Learning Director attends statewide events and shares the materials at a local workshop. All faculty and staff at the college receive an annual packet on Service-Learning Frequently Asked Questions.

Minnesota State University, Mankato

A faculty advisory council for service-learning gathers monthly and is open to any faculty doing service-learning. A full-day service-learning institute was offered for faculty and community partners. A follow-up institute will be offered with two tracks for "veterans" of service-learning and for "rookies."

University of Minnesota, Crookston

Speakers on service-learning present workshops each fall. The service-learning staff meets with all new faculty to provide "Service-Learning 101" information.

M3 Resources are adequate for internal mechanisms, structures, and incentives.

Augsburg College

The Office of Community Service-Learning at Augsburg coordinates a significant number of opportunities for faculty development, including a service-learning faculty handbook; presentations on service-learning at new faculty orientation; faculty retreats and breakfasts focused on service-learning; and a luncheon for faculty and community partners each spring.

College of St. Catherine

$500 mini-grants are available for faculty members who integrate service-learning into an existing course, or $1,500 to develop an entirely new course with service-learning.

Gustavus Adolphus College

Faculty can participate in a year-long faculty development experience that includes creating a service-learning or social justice component in their course(s) and traveling internationally together to examine social justice issues. Fourteen faculty participated the first year. The theme for January Term in 2003 is service-learning; faculty can receive funds to develop a course around this theme.

Minneapolis Community and Technical College

A Service-Learning Workgroup and Service-Learning Learning Circle resulted from a grant focused on faculty development. These groups have organized a series of faculty service-learning workshops on topics chosen by the faculty.

University of Minnesota, Twin Cities

Career and Community Learning Center staff hold individual faculty meetings and information sessions on service-learning. A Faculty Fellows grant supported fourteen faculty in service-learning, including an intensive summer experience. The Center for Teaching and Learning hosts a workshop on service-learning and civic engagement each year. The Academic Health Center focuses on new faculty development and works with department chairs in civic engagement. Departments such as Sociology have their own discipline-specific speakers on service-learning.

M4 Resources are shared in partnerships and joint community development efforts.

Augsburg College

Augsburg focuses on the geographic area most closely surrounding the campus. The college created a scholarship program for a neighborhood partner school, where children will receive $1,000 in scholarship money to Augsburg for each year they complete at the K-8 school. Augsburg also offers a $5,000 scholarship for AmeriCorps members who choose to attend the college.

Concordia University, St. Paul

The Concordia Development Office is available to assist nonprofits with their fundraising efforts. The college would like to construct a dome over their athletic fields so inner-city youth could use them year-round.

Fond du Lac Tribal and Community College

Many community cultural events happen at the college—the college building (built in the late 1980s) was designed with this purpose in mind.

Hamline University

The university contributed $15,000 and expertise to community efforts to redesign Snelling Avenue. The University also gives $12,000 every year to a key community partner, the Hamline-Midway Coalition, for its operating expenses.

Itasca Community College/Northeast Higher Education District

A crisis intervention team that was originally put together just for the college community is now available to the community at large.

Minneapolis Community and Technical College

The college has a $5-million federal grant to work on welfare issues and unprepared students. They have established a nursing clinic in the Phillips neighborhood where they also offer courses to increase interest in nursing as a career.

Rochester Community and Technical College

The college helped establish the Good Samaritan Dental Clinic (a partnership with the Mayo Clinic and Salvation Army) for people who cannot afford dental services. Patients come to the campus first for an initial screening by dental students, then go to the clinic in downtown Rochester.

Southwest State University

The university provided $30,000 to establish the Small Business Development Commission in partnership with others. The Southwest Marketing

Advisory Center provides low-cost marketing services to local businesses and nonprofit organizations. Students are trained to provide professional-level marketing plans and assessment for a fraction of the normal cost.

St. Cloud Technical College

The college strives to work on projects with other state agencies (such as parks and prisons) to save the state money.

University of Minnesota, Duluth

The University is working closely with a group of people in Duluth on a civic engagement initiative created there by a group affiliated with civic engagement researcher Robert Putnam of Harvard University.

University of Minnesota, Twin Cities

An emerging "portal" system on the university's web site is designed to make cultural and research resources easily available to the community. Community members will be able to set up e-mail addresses through the university. School groups and others come to campus to go to the Bell Museum of Natural History and the Raptor Center. Free or low-cost veterinary clinics and dental clinics are available.

William Mitchell College of Law

The college is planing to expand a current public school partnership to offer a legal clinic on-site at the school. The clinic would offer help to families dealing with housing, employment, and other issues that relate to the retention of children at the school.

M5 Recognition/awards exist for exemplary engagement work.

Century College

On the opening day of school in the fall, all faculty who do service-learning are honored by the President and Vice-President at an all-faculty gathering. Service-learning faculty are also written up for the campus newsletter and are the subject of press releases. All students who complete service-learning experiences receive a certificate and a notation on their transcript.

Hamline University

The university sponsors a John Wesley Award for student, faculty, and staff efforts in civic engagement. There also is an alumni award for those alumni who exemplify civic engagement.

Normandale Community College

There is an award of $500 for one student in service-learning. A recognition lunch takes place for all service-learning stakeholders each year.

University of Minnesota, Twin Cities

Annual awards include a new institution-wide "Outstanding Community Service" award established by the president that includes permanent salary augmentation for the awardees. Student awards are given for service and leadership. The Graduate Student Association established an award for civic engagement named in honor of Mary McEvoy.

University of St. Thomas

The service-learning director provides $1,000 for a faculty member and $100 for a student through the Outstanding Service-Learning Awards. Student Affairs also provides $1,000 for a civic engagement award for a faculty member nominated by a student.

William Mitchell College of Law

Faculty led a campaign to raise loan-repayment awards for students going into public interest law. An award is given to faculty who publish on civic engagement issues in law. Community service is one criterion for the Distinguished Student Award presented at graduation. Minnesota Justice Foundation has an award ceremony for all students who complete more than 50 hours of service in the year. This is noted on students' diplomas as well.

B1 Service-learning and other community-based forms of education exist throughout departments/disciplines.

Augsburg College

Augsburg has determined its own standards for high-quality service-learning after a year of deliberation, and service-learning is used as a pedagogy by an estimated 25 percent of the Augsburg faculty.

Century College

The Service-Learning Office has created numerous forms and fact sheets to help educate students and faculty about service-learning and to support their efforts. These are shared with faculty each semester. This office also tracks involvement in service-learning through a collaboration with the Registrar's Office and checks-in with campus and community stakeholders throughout the semester.

Crown College

Crown is one of two institutions in the state to have a service-related graduation requirement for students. Each student is required, through the Christian Service program, to complete 40 hours of service. Required goal-setting, writing, and evaluation accompany the experience.

University of St. Thomas

A new project with Ascension Parish in north Minneapolis will engage twelve faculty across eight disciplines in a coordinated service-learning effort in that neighborhood.

B2 Campus is active and visible in community development efforts.

Gustavus Adolphus College

The college made a low-interest loan to support a movie theater in St. Peter and made an additional loan to support the development of low-income housing in the city. The college makes an annual voluntary contribution of $30,000 to pay the city for use of fire and police resources. A "town-gown" council exists that includes police and college personnel.

Itasca Community College/Northeast Higher Education District

The Mesabi Trail Project was developed by an interdisciplinary group of faculty to support a 100-mile asphalt trail for biking and walking in the region, especially through old mining areas. The innovative project includes faculty and students from Biology, History, Geographic Information Systems (GIS), Geology, Natural Resources, Technical Writing, and Webmaster training.

St. Olaf College

The college is using a portion of its endowment to create a community development fund, in partnership with Carleton College. The college donated land to the city of Northfield to build a hospital.

University of Minnesota, Duluth

UMD held an Economic Summit to explore the university's economic impact in the community.

University of Minnesota, Morris

The Center for Small Towns exists to focus the university's attention and marshal its resources toward assisting Minnesota's small towns with locally identified issues. Community and economic development projects—often involving more research or expertise than small towns can afford or provide themselves—have included design improvements for downtown Morris, economic impact research, marketing, parks surveying, and strategic planning for two school districts.

B3 Campus convenes community dialogue on important issues.

Carleton College

Carleton has a campus "common time" every Tuesday and Thursday when no classes are scheduled and students, staff, and faculty can hold meetings and other gatherings. Significant efforts were made through panels and presentations to present different perspectives on the U.S. conflict in Iraq.

Inver Hills Community College

The college sponsors college-wide forums and convocations on various topics and ensures representation of all stakeholders in important hiring decisions, the academic master plan, and other major initiatives.

Itasca Community College/Northeast Higher Education District

The Provost's Office developed an initiative to "increase the involvement of community members, faculty, staff, and students in the discussion of civic and global issues." The college will convene all the mayors from the area's small towns.

Macalester College

Many forums are offered throughout the year on diverse topics, such as the Israel-Palestine conflict. There is a student organization called "Community Forum" dedicated to free discussion of important topics.

Rochester Community and Technical College

The college is sharing a "common book" (*Nickel and Dimed*) with the city's Rochester Reads program. Visiting Scholars make presentations open to the community, and faculty are encouraged to follow up on those presentations with classroom discussion.

B4 Multiple forms of engagement are offered—not just one or a few are promoted.

College of St. Scholastica

A social justice semester in Mexico and trips to protest at the School of the Americas are sanctioned activities of the college, complementing many direct service experiences available to students.

Macalester College

In addition to supporting students in direct service activities, the Community Service Office and other structures regularly support student involvement and education regarding community economic development research, activism, political involvement, and advocacy.

University of Minnesota, Twin Cities

The Career and Community Learning Center uses the concept of the "Social Change Wheel" (depicting numerous forms of community engagement on any particular social issue) to encourage students to consider a range of possible ways to become active in the community.

B5 Multicultural education is effectively coordinated and emphasized for all students.

Dakota County Technical College

"Diversity" is an important value of the college, second only to "excellence" in the campus value statement. The college emphasizes multicultural education through a multicultural club on campus, a multicultural day for the campus in the spring, course requirements linked to diversity, and a faculty in-service provided by international students on their cultures and countries.

Dunwoody College of Technology

A "Workforce Diversity" course is required of all students, and all faculty and staff are required to demonstrate a diversity project in their own professional development appraisals.

Metropolitan State University

Multicultural education is coordinated through several campus offices: the Office on Disabilities, the Women's Center, and the Multicultural Office. Students have a diversity requirement and a global requirement for graduation. The university sponsors many cultural festivals and awareness events. Diversity training is part of the preparation for community experiences.

Northwestern Health Sciences University

A "Diversity Day" happens once per month over lunch in the school cafeteria. It focuses on better understanding the background and life experiences of different groups of people.

B6 Programs, projects, and partnerships are thoroughly assessed by all stakeholders, and assessments are used by all program stakeholders to hold themselves and others accountable.

Concordia College, Moorhead

A multifaceted partnership with the public schools in Moorhead is evaluated through a meeting each semester that involves students, faculty, school, and agency partners together discussing the issues.

Fond du Lac Tribal and Community College

The Human Services Program has completed assessments that show placement rates after graduation (jobs and transfers), scholarships, and retention rates are higher among students who get involved in service-learning while at the college.

Hibbing Community College

A pre- and post-survey is conducted with all students in each service-learning course. This data has been collected for three years. The college's five-year alumni survey includes a question regarding service-learning. An inventory is done annually to determine which faculty have students involved in the community. Community partners complete an evaluation form each semester.

Northwestern Health Sciences University

A campus-wide inventory on community service was done. Students complete an assessment on their clinical experience. Supervisors at organizations evaluate the students.

Rochester Community and Technical College

Each student, community supervisor, and faculty member involved in service-learning does an evaluation each semester.

University of Minnesota, Crookston

A web-based survey of service-learning students was developed. An evaluation form is sent to all partners who host students serving during orientation.

University of Minnesota, Morris

The civic engagement task force is currently doing a campus inventory on civic engagement. Each service-learning class administers a pre- and post-test on civic engagement attitudes. A retention study is asking if involvement in service-learning is a factor in retention.

B7 Communications/PR/publications promote visibility of civic engagement programs and partners.

Augsburg College

The Augsburg alumni magazine included a prominent cover article in 2001 on the importance of community involvement at Augsburg.

Dakota County Technical College

When a new system of mini-grants (Giraffe grants) for excellence in teaching and "thinking outside the box" was created, service-learning was listed as a primary example of the kinds of projects that would be funded. A booklet was created to highlight the completed projects that received funding, several of which include service-learning and community experiences.

University of St. Thomas

Several issues of the alumni magazine included features on current faculty, student, and alumni efforts in civic engagement.

Post-Secondary Service-Learning Grant Program History, Observations, and Findings

> Post-Secondary Service-Learning Grant Program Background <

The Minnesota Legislature requested this study in 2001 to evaluate the Post-Secondary Service-Learning Grant Program and to establish benchmark data on campus civic engagement so that progress could be better assessed in future years.

Minnesota is a pioneer in providing state funding to support service-learning and civic engagement efforts in higher education, as well as supporting K-12 service-learning, senior citizen service, and full-time service such as YouthWorks*AmeriCorps. In the past decade, numerous other states have requested information on Minnesota's efforts in an attempt to implement similar programs.

Since 1989, the state has made $1,066,000 in grants available to support service-learning and campus-community collaboration through a competitive biannual process. This study attempted to follow-up on the 51 Post-Secondary Service-Learning grants made for the period 1989-2001. (Grants were also made for the period 2001-2003, but since these grants were in-process during the study, they were not evaluated).

Minnesota is a pioneer in providing state funding to support service-learning and civic engagement efforts in higher education, as well as supporting K-12 service-learning, senior citizen service, and full-time service such as YouthWorks* AmeriCorps.

This state funding has also leveraged significant federal dollars that match and expand these efforts. Minnesota received over $1 million in federal funds through the Corporation for National Service for similar programs during the ten years examined in this study.

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The Higher Education Services Office has collaborated with Minnesota Campus Compact (and the National Youth Leadership Council prior to 1994) to manage the Post-Secondary Service-Learning Grant Program. Minnesota Campus Compact determines priorities, coordinates the grant review process, monitors progress, and provides technical assistance to grantees.

The priorities of the grants have shifted over the years, reflecting changes in the needs of the state and the evolving fields of service-learning and campus-community collaboration. Initially, grants were made to fund community service and service-learning coordinator positions. Grants in the early 1990s were made to create or strengthen programs that matched college tutors or mentors with children. Beginning in 1995, grants were made supporting a range of programs, including new programs ("Start-up Grants"), programs focused on academic service-learning ("Integrating Service With Academic Study" or ISAS), programs focused on engaging diverse groups of students in service together, and efforts to develop model campus-community collaborations. The "Start-Up" and "ISAS" grant categories continue to this day. "Quality Improvement" grants were added in 1997. In 2001, a category of grants supporting the concept of the "Engaged Campus" was also offered. While the name of the grant program reflects its

origins focused on service-learning, the scope of the program now includes campus civic engagement more broadly defined.

The 51 grants made for the period 1989-2001 averaged $15,500, and most often ranged from $4,000 to $25,000 (a few larger grants were made in special cases). All grants are matched dollar-for-dollar by the grant recipient. On average, ten grants were made each funding cycle and supported a range of activities at 27 different institutions of higher education and their community organization partners.

> Grant Recipients <

The grants were made to institutions at the following rates (these figures are based on the number of actual grants made, not the amounts of the grants):

- 40 percent of the grants were made to 10 different community or technical colleges;
- 34 percent of the grants were made to 10 different private colleges;
- 15 percent of the grants were made to 3 University of Minnesota campuses (11 percent to the Twin Cities campus); and
- 11 percent of the grants were made to 4 state universities.

> Grant Follow-up Efforts <

Follow-up interviews were completed with 42 program leaders, accounting for 79 percent of the grants made for the period 1989-2001. Follow-up was not possible in 11 cases. Six projects' leaders were unresponsive to multiple requests for information. In the other five cases, no individual who retained knowledge of the grant projects could be identified (all were projects from 1989, 1993, or 1995). These 11 projects where follow-up was not possible represent all types of institutions located in the Twin Cities and greater Minnesota. Only one-third of these institutions have a coordinator or director of civic engagement efforts.

> Typical Grant Activities and Objectives <

The objectives of the Post-Secondary Service-Learning Grant Program have evolved over the years as the fields of community service, service-learning, and campus-community collaboration have evolved. While appropriate to supporting best practice, these changing objectives pose a problem for collecting and evaluating uniform outcome information across grants from year to year. One grant may have focused on increasing the numbers of college students involved in mentoring programs, while another provided funding to train faculty to integrate service-learning in their existing courses, and yet another supported a series of community economic development projects. It is therefore impossible to state any one particular outcome that was achieved or not achieved through these grants.

Typical activities funded by the grants included coordination of new pro-

grams and faculty development, student development, or community development. Typical objectives often included increasing numbers of students engaged in service and service-learning in order to increase academic performance and commitment to civic engagement, providing needed services to community organizations, and sustaining civic engagement activities after the grant period. Projects regularly engage college or university students in service activities working with children who need extra learning assistance. Grants are made in several categories, supporting both beginning efforts and advanced program improvements.

Grantees were required to submit progress reports and final reports during the grant period on their activities and spending. At the time reports were submitted, questions and concerns were directed to project directors. Funds were not disbursed until adequate reporting and progress was complete.

> Grant Outcomes <

All of the grant-funded projects had significant positive outcomes for the students and community members involved in the programs. Specific outcomes vary widely from different years and projects, however, as does the extent of the evaluation completed.

All of the grant-funded projects had significant positive outcomes for the students and community members involved in the programs.

Typical student outcomes include:

- increased awareness of important social issues;
- increased understanding of how academic subjects relate to "real world" issues;
- development of specific skills, such as improved writing or oral communication skills;
- increased level of comfort relating to people with different backgrounds;
- increased interest in community involvement and civic engagement; and
- greater clarity regarding career interests and options.

Typical community outcomes include:

- more individual attention for children struggling with literacy skills;
- increased test scores for children in reading and math;
- increased capacity of nonprofit organizations to offer programs through additional volunteer staff;
- development of new programs to better serve clients and community members;
- development of marketing materials, web sites, and other communications items; and
- meeting short-term needs such as painting or maintenance projects.

Project directors were asked to describe up to three other important outcomes of these grants aside from the specific objectives for students and communities established for each project.

The following responses were given most frequently by program leaders during follow-up interviews.

35% Relationships between the campus and community organizations were formed or strengthened.

25% A structure was created for ongoing coordination of efforts.

25% A group of people was trained or mobilized, providing critical mass to the efforts.

21% The grant legitimized the efforts and sparked additional campus investment.

21% The grant increased people's awareness of the issues it addressed.

19% A professional staff position was established and sustained by the institution.

In some cases, these grants had significant and lasting effects relating to the institution's ability to provide ongoing support for campus-community programs. When compared to institutions that did not receive a grant, institutions that received a state grant have more often made a significant institutional investment in coordination and leadership of civic engagement efforts. 65 percent of institutions that received Post-Secondary Service-Learning grants have made significant institutional investments in coordination and leadership of civic engagement efforts, as compared with 38 percent of institutions that did not receive a grant.

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More often, the grants had a significant effect on particular programs or projects. When looking specifically at the civic engagement indicators regarding "Breadth and depth of programs," over 85 percent of the campuses that received a state grant rank above the state average.

While it is impossible to make causal relationships between relatively modest grants and institutional indicators of civic engagement, there appears to be a positive trend in the relationship between Post-Secondary Service-Learning grants and breadth and depth of civic engagement programming. In addition, these grants are named repeatedly in critical incident reports by campuses as one of the most important milestones in developing civic engagement programs.

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> Sustainability <

One of the most important aspects of any grant program is the degree to which grant-funded efforts can be sustained after grant funding ends. Sustainability is a primary goal of this grant program and is emphasized in technical assistance and reporting.

Of the grants where follow-up work was possible, 78 percent of the projects have been sustained in some way. An additional 15 percent of the grants evolved into a different project or significantly influenced another program that does continue. Only 7 percent of the grant-funded projects no longer exist in any form.

The present-day status of the grant-funded programs:

33% Program is sustained by institution in an expanded form.

24% Program is sustained by institution in a similar form.

21% Parts, but not all, of the original program have been sustained.

10% Program has evolved into a different program.

7% Program no longer exists.

5% Program no longer exists, but significantly influenced other existing programs.

Of the grants where follow-up work was possible, 78 percent of the projects have been sustained in some way. An additional 15 percent of the grants evolved into a different project or significantly influenced another program that does continue.

Analysis of these grants revealed an important connection between sustained programs and the existence of a coordinator position for civic engagement. There is a clear and positive relationship between the ability of an institution to sustain and even expand grant-funded projects and the coordination for civic engagement efforts at that institution. This idea is expanded on below, with examples of grant projects at each level of sustainability.

Program is sustained by institution in an expanded form

100 percent of the institutions in this category have at least a .75 full-time equivalent (FTE) staff person currently coordinating civic engagement efforts. These institutions include all types of institutions, but 64 percent are private colleges. The grants most likely to be sustained and expanded were those given for "Quality Improvement," followed by "Start-up," and then grants for "Integrating Service With Academic Study."

The "Community Service Learning Programs" funded at Augsburg College and Concordia College-Moorhead in 1989 provided seed funds to hire program coordinators who are still in their institutionally funded positions today. These two institutions are leaders in service-learning in Minnesota and these individuals recently were awarded the state's highest award for campus civic engagement leadership (The Sister Pat Kowalski Leadership Award). Four other grants (to Bethel College, Hibbing Community College,

College of St. Scholastica, and the University of Minnesota, Twin Cities) also provided funding for coordinators that was subsequently sustained by the institution for expanded program coordination.

Program exists in similar form

90 percent of the institutions that received grants that were sustained in a similar form have a coordinator position for civic engagement. Two-thirds of these positions are greater than .5 full-time equivalent. These institutions include both public and private institutions, evenly split between private colleges and MnSCU institutions.

A grant was made in 1999 to Central Lakes College and the Minnesota Neurorehabilitation Hospital to engage students in a horticulture course in service-learning with patients at the hospital. A greenhouse was built and students and patients worked there together on horticultural programs with a rehabilitation outcome for the patients. This course still engages students in service-learning at the hospital and a variety of community settings, and the greenhouse continues to provide horticulture rehab opportunities to patients at the hospital. A 1995 grant made to the Minnesota Justice Foundation (a partnership among the three Twin Cities law schools) helped create the Public Interest Law Consortium and established service-learning experiences in foundational law school courses that continue today. The partnerships focused on improving community literacy and initiating community development projects funded through the "Model Campus-Community Collaboration" grants made to Gustavus Adolphus College and Metropolitan State University in 1995 also continue.

Parts, but not all, of the original program have been sustained

78 percent of the institutions that were able to sustain at least parts of the grant-funded project have a coordinator for civic engagement efforts. Of these, 29 percent are .5 FTE or less. All but one of these institutions are publicly funded (part of MnSCU or the University of Minnesota system). 30 percent of the grants made in the "Integrating Service With Academic Study" program fall into this category of sustainability.

At Itasca Community College, a 1997 grant was used to create a faculty coordinator position and to promote service-learning among faculty. Many of the faculty who were involved in this project continue to offer service-learning in their courses, and the number of faculty involved has grown. However, an intention to sustain a faculty coordinator was not fulfilled, although this is still a goal of institutional leaders. Another grant made in 1997 to St. Cloud State University to integrate service-learning into several areas of the Sociology and Anthropology department was mostly sustained through faculty who continue to offer service-learning in courses in that department. Hopes for the future included an expansion of service-learning to other departments and initiating conversations regarding faculty promotion and tenure issues.

Grant-funded program has evolved into a different program

75 percent of the institutions in this category have coordinators for civic engagement efforts. Of these, 33 percent are .5 FTE. Only four grants fit this category. All of these were received by publicly-funded institutions.

Examples of this evolution include a grant made in 1995 to a community college in Greater Minnesota to create a mentoring partnership between college students in a service-learning course and "at-risk" high school students. The program continued two years past the grant period, then was discontinued due to budget cuts. This program no longer exists, but the high school used the model and curriculum created through this project to form a mentoring partnership with a local middle school that continues. A 1993 grant to a public university created a Pre-Health Science Internship Program to expose students interested in health careers to real experience in the field while meeting health care needs of underserved populations. Although this particular program did not continue due to lack of funds for the internship stipends, it was the first time the university explored providing students with community-based learning early in their consideration of health science careers. The university now regularly engages many more students in similar experiences due to the positive results of the grant-funded program for the students and the community.

Projects that were not sustained

Of the five projects that were not sustained, two of those campuses have a full-time coordinator for civic engagement, one has a 10 percent time coordinator, and two have no coordinators.

Two of these programs experienced similar challenges. The first was a mentoring program for Hispanic girls sponsored by an urban private college. The second was a paid public service experience for students at a rural university. Both projects were funded in 1989 and sustained for several years by the institutions, but ultimately discontinued due to lack of funding for the students' stipends and the amount of professional staff time required to manage the programs. A project funded in 1995 at an urban, public university provided funds for students to work with migrant communities during spring break. The entire program, including this travel initiative, was discontinued.

There appears to be a relationship between projects that funded stipends for students and those projects that were not sustained. Stipends for students, aside from work-study funds, are challenging to sustain through institutional budgets alone. In response to this trend, in recent years, fewer Post-Secondary Service-Learning grants supported stipends to engage students in civic engagement projects than in the past.

> Conclusion <

The Post-Secondary Service-Learning Grant Program has an impressive track record of important outcomes for students, communities, and institutions, and an equally impressive record of sustainability. A positive relationship exists between those institutions that have invested in professional coordination of civic engagement efforts and the ability of the institution to sustain and sometimes expand activities after the funding period. There also is a relationship between those institutions that have received a grant and those institutions that scored above average on civic engagement indicators regarding the breadth and depth of civic engagement programs.

The Post-Secondary Service-Learning Grant Program has an impressive track record of important outcomes for students, communities, and institutions, and an equally impressive record of sustainability.

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> About Minnesota Campus Compact <

Minnesota Campus Compact is a coalition of 49 college and university presidents committed to strategic partnerships that strengthen communities and education for informed and active citizenship. The Compact provides training, technical assistance, funding, and other resources toward these ends, including hosting the database for this study. For more information, see *www.mncampuscompact.org* or call 651-603-5082.

Minnesota Campus Compact is also part of a national network of 30 state organizations, a National Center for Community Colleges, and over 860 campuses. For more information, see *www.compact.org* or call 401-867-3950.

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